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IDENTIFIERS *Food Production; Mississippi; Vocational Industrial Clubs of America

ABSTRACT

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: food production, management, and services I and II. The first course contains the following units: (1) Vocational Industrial Clubs of America (VICA); (2) sanitation; (3) safety; (4) front of the house operations; (5) beverages; (6) food preparation; (7) food production; (8) food production--staple food products; (9) recipe format and use; (10) human relations; and (11) nutrition. The second course contains the following units: (1) sanitation review and reinforcement; (2) safety review and reinforcement; (3) beef; (4) pork; (5) poultry; (6) fish and seafood; (7) dairy products; (8) breakfast cookery; (9) fruits and vegetables; (10) salads; (11) soups, stocks, and sauces; (12) techniques of specialty cooking; (13) introduction to baking; and (14) career planning. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

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Standardized Curriculum for
Food Production,
Management,
And Service

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STANDARDIZED CURRICULUM
FOR
FOOD PRODUCTION, MANAGEMENT, AND SERVICES

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION

June 1989

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Mississippi State, Mississippi

1989

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";
- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;
- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;
- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and
- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);
2. suggested instructional practices and resources for the learning objectives;
3. standards for student performance for each learning objective; and
4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.
2. The local school board must officially adopt the learning objectives as the district's curricula.
3. Pass/fail policies must be based on mastery of learning objectives.
4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.
5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do not master the basic and functional literacy skills prior to being tested on them.
6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES I

Developed by

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES I

<u>Unit No.</u>	<u>Title</u>
1	VICA
2	Sanitation
3	Safety
4	Front of the House Operations
5	Beverages
6	Basic Culinary Skills for Food Preparation
7	Basic Culinary Skills for Food Production
8	Food Production- Staple Food Products
9	Recipe Format and Use
10	Human Relations
11	Nutrition

COURSE: Food Production, Management, and Services I

Unit 1: VICA

(5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Explain the importance of leadership organizations.
- *2. State the goals and purposes of VICA as they relate to life and the world of work.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: VICA Professional Development Program: Advisor's Guide. Leesburg, Virginia: Vocational Industrial Clubs of America. 1988.

Additional sources: Leadership Handbook. Leesburg, Virginia: Vocational Industrial Clubs of America. 1988.

Teachers Tool Kit for VICA. Leesburg, Virginia: Vocational Industrial Clubs of America. 1988.

Roberts Rules of Order. Leesburg, Virginia: Vocational Industrial Clubs of America. 1988.

VICA United Skill Olympic Regulations. Leesburg, Virginia: Vocational Industrial Clubs of America.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will explain the importance of leadership organizations.
- *Objective 2: The student will state the goals and purposes of VICA as they relate to life and the world of work.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

- ☐ *1. Explained the importance of leadership organizations.
- ☐ *2. Stated the goals and purposes of VICA as they relate to life and the world of work.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 2: Sanitation

(15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify personal requirements of the food service worker.
- *2. Demonstrate the correct way to wash hands.
- *3. Identify equipment and procedures for ware washing (automatic dishwashers and pots and pans).
- *4. Identify factors leading to the spread of food-borne illness outbreaks and food contamination.
- *5. Identify terms associated with food handling and storage.
- *6. Identify common potentially hazardous foods.
- *7. Identify dry good storage regulations.
- *8. Identify non-food storage regulations.
- *9. Identify standards for safeguarding foods.
- *10. Identify terms associated with food borne illnesses.
- *11. Distinguish between food poisoning, chemical food poisoning and food infection.
- *12. Distinguish between arobic and anarobic bacteria.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary sources: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services:
Service. Stillwater, Oklahoma: Mid-
America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of
States. Food Marketing Manager/Supervisor.
Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of
States. Commercial Cook. Tallahassee,
Florida: College of Education, Florida A &
M University. 1982.

Vocational-Technical Education Consortium of
States. Baker. Pittsburgh, Pennsylvania:
Associated Educational Consultants, Inc.
1981.

Ethelyn G. Cornelius. Food Service Careers.
Peoria, Illinois: Charles A. Bennett Co.,
Inc. 1979.

Mary Frey Ray and Beda A. Dondi.
Professional Cooking and Baking. Peoria,
Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas:
Texas Tech University, College of Home
Economics, Department of Home Economics
Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice
Winnick. Food Service Skills Series (5
books). Peoria, Illinois: Bennett
Publishing Co. 1984.

Robert G. Haines. Food Preparation.
Homewood, Illinois: American Technical
Publishers, Inc. 1988.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify personal requirements of the food service worker.
- *Objective 2: The student will demonstrate the correct way to wash hands.

- *Objective 3: The student will identify equipment and procedures for ware washing (automatic dishwashers and pots and pans).
- *Objective 4: The student will identify factors leading to the spread of food-borne illness outbreaks and food contamination.
- *Objective 5: The student will identify terms associated with food handling and storage.
- *Objective 6: The student will identify common potentially hazardous foods.
- *Objective 7: The student will identify dry good storage regulations.
- *Objective 8: The student will identify non-food storage regulations.
- *Objective 9: The student will identify standards for safeguarding foods.
- *Objective 10: The student will identify terms associated with food borne illnesses.
- *Objective 11: The student will distinguish between food poisoning, chemical food poisoning and food infection.
- *Objective 12: The student will distinguish between aerobic and anaerobic bacteria.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

- ___ *1. Identified personal requirements of the food service worker.
- ___ *2. Demonstrated the correct way to wash hands.
- ___ *3. Identified equipment and procedures for ware washing (automatic dishwasher and pots and pans).
- ___ *4. Identified factors leading to the spread of food-borne illness outbreaks and food contamination.
- ___ *5. Identified terms associated with food handling and storage.
- ___ *6. Identified common potentially hazardous foods.
- ___ *7. Identified dry good storage regulations.
- ___ *8. Identified non-food storage regulations.
- ___ *9. Identified standards for safeguarding foods.
- ___ *10. Identified terms associated with food borne illnesses.
- ___ *11. Distinguished between food poisoning, chemical food poisoning and food infection.
- ___ *12. Distinguished between aerobic and anaerobic bacteria.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 3: Safety

(15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify safe work habits in food service jobs.
- *2. Identify classes of fires.
- *3. Match types of fire extinguishers to their uses.
- *4. Identify rules for fire prevention.
- *5. Demonstrate correct use of fire extinguishers.
- *6. Identify cardinal rules of safety.
- *7. Identify causes of accidents in food service operations.
- *8. Identify safe uses of designated hand tools and utensils used in culinary arts.
- *9. Identify safe uses of large pieces of equipment used in culinary arts.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify safe work habits in food service jobs.
- *Objective 2: The student will identify classes of fires.
- *Objective 3: The student will match types of fire extinguishers to their uses.
- *Objective 4: The student will identify rules for fire prevention.
- *Objective 5: The student will demonstrate correct use of fire extinguishers.
- *Objective 6: The student will identify cardinal rules of safety.

- *Objective 7: The student will identify causes of accidents in food service operation.
- *Objective 8: The student will identify safe uses of designated hand tools and utensils used in culinary arts.
- *Objective 9: The student will identify safe uses of large pieces of equipment used in culinary arts.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- _____ *1. Identified safe work habits in food service jobs.
- _____ *2. Identified classes of fires.
- _____ *3. Matched types of fire extinguishers to their uses.
- _____ *4. Identified rules for fire prevention.
- _____ *5. Demonstrated correct use of fire extinguishers.
- _____ *6. Identified cardinal rules of safety.
- _____ *7. Identified causes of accidents in food service operations.
- _____ *8. Identified safe uses of designated hand tools and utensils used in culinary arts.
- _____ *9. Identified safe uses of large pieces of equipment used in culinary arts.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 4: Front of the House Operations

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify proper techniques for serving food and removal of soiled dishes.
- *2. Identify proper tableware.
- *3. Identify proper table setting for the breakfast table, the luncheon table, and the dinner table.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee,

Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify proper techniques for serving food and removal of soiled dishes.
- *Objective 2: The student will identify proper tableware.
- *Objective 3: The student will identify proper table setting for the breakfast table, the luncheon table, and the dinner table.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified proper techniques for serving food and removal of soiled dishes.
- ___ *2. Identified proper tableware.

— *3. Identified proper table setting for the breakfast table,
the luncheon table, and the dinner table.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 5: Beverages

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Match terms related to beverages with their correct definitions.
- *2. List different types of coffee and their storage requirements.
- *3. Demonstrate different methods of preparing coffee.
- *4. List different types of teas and their storage requirements.
- *5. Demonstrate different methods of preparing iced and hot tea.
- *6. List carbonated beverages available to the food service industry.
- *7. List the different dairy products used in beverage service.
- *8. Demonstrate different methods of reconstituting dry or concentrated beverages.
- *9. List condiments and garnishes used with beverage services.
- *10. List miscellaneous beverages available.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary Source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional Sources: Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Commercial Foods and Culinary Arts Competency-Based Series: Beverages. Tallahassee, Florida: State of Florida, Department of Education. 1985.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will match terms related to beverages with their correct definitions.
- *Objective 2: The student will list different types of coffee and their storage requirements.

- *Objective 3: The student will demonstrate different methods of preparing coffee.
- *Objective 4: The student will list different types of teas and their storage requirements.
- *Objective 5: The student will demonstrate different methods of preparing iced and hot tea.
- *Objective 6: The student will list carbonated beverages available to the food service industry.
- *Objective 7: The student will list the different dairy products used in beverage service.
- *Objective 8: The student will demonstrate different methods of reconstituting dry or concentrated beverages.
- *Objective 9: The student will list condiments and garnishes used with beverage services.
- *Objective 10: The student will list miscellaneous beverages available.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Matched terms related to beverages with their correct definitions.
- ___ *2. Listed different types of coffee and their storage requirements.
- ___ *3. Demonstrated different methods of preparing coffee.
- ___ *4. Listed different types of teas and their storage requirements.
- ___ *5. Demonstrated different methods of preparing iced and hot tea.
- ___ *6. Listed carbonated beverages available to the food service industry.
- ___ *7. Listed the different dairy products used in beverage service.
- ___ *8. Demonstrated different methods of reconstituting dry or concentrated beverages.
- ___ *9. Listed condiments and garnishes used with beverage services.
- ___ *10. Listed miscellaneous beverages available.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 6: Basic Culinary Skills for Food Preparation

(20 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify knives used in culinary arts.
- *2. Demonstrate the proper and safe use of knives.
- *3. Demonstrate the ability to measure dry ingredients with measuring devices.
- *4. Demonstrate the ability to measure liquid ingredients with measuring devices.
- *5. Identify equipment related to weights and measures.
- *6. Identify abbreviations and equivalence for weights and measures.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Robert G. Haines. Food Preparation.
Homewood, Illinois: American Technical
Publishers, Inc. 1988.

Additional sources: Food Production, Management, and Services:
Introduction. Stillwater, Oklahoma: Mid-
America Curriculum Consortium, Inc. 1983.

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Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify knives used in culinary arts.
- *Objective 2: The student will demonstrate the proper and safe use of knives.
- *Objective 3: The student will demonstrate the ability to measure dry ingredients with measuring devices.
- *Objective 4: The student will demonstrate the ability to measure liquid ingredients with measuring devices.
- *Objective 5: The student will identify equipment related to weights and measures.
- *Objective 6: The student will identify abbreviations and equivalence for weights and measures.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified knives used in culinary arts.
- ___ *2. Demonstrated the proper and safe use of knives.
- ___ *3. Demonstrated the ability to measure dry ingredients with measuring devices.
- ___ *4. Demonstrated the ability to measure liquid ingredients with measuring devices.
- ___ *5. Identified equipment related to weights and measures.
- ___ *6. Identified abbreviations and equivalence for weights and measures.

*Indicates core/essential objectives

Proper and Safe Use of Knives Checklist (Objective 2)

	Yes	No
Sharpening techniques	___	___
Transporting knives	___	___
Proper cleaning techniques	___	___
Proper cutting techniques		
Cubing	___	___
Boning	___	___
Chopping	___	___
Slicing	___	___
Dicing	___	___
Julienne	___	___
Mincing	___	___

Proper Measurements of Weight and Volume for Staple Foods Checklist
(Objectives 3 and 4)

<u>Directions for Staples</u>	<u>Volume</u>	<u>Weight</u>	<u>Class Standard*</u>
All-purpose flour, not sifted, spooned into cup	2 C	_____	_____
Sifted all-purpose flour, cup tapped while filling	2 C	_____	_____
Sifted all-purpose flour, spooned into cup	2 C	_____	_____
All-purpose flour sifted directly into cup	2 C	_____	_____
Granulated sugar	2 C	_____	_____
Brown sugar, packed into cup	2 C	_____	_____
Shortening, solid packed	2 C	_____	_____
Shortening, water displacement method	1 C	_____	_____
Water, meniscus at eye level	1 C	_____	_____
Water, meniscus sighted from above	1 C	_____	_____

*Divide class into groups and have them measure. Then weigh each area. Add the scores from each group and divide by the number of groups to get class standard.

COURSE: Food Production, Management, and Services I

Unit 7: Basic Culinary Skills for Food Production

(25 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify terms associated with mixing procedures.
- *2. Demonstrate mixing procedures with proper hand tools.
- *3. Identify terms associated with pre-preparation procedures.
- *4. Demonstrate pre-preparation procedures.
- *5. Identify terms associated with cooking procedures.
- *6. Demonstrate cooking procedures with proper equipment.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

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Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify terms associated with mixing procedures.
- *Objective 2: The student will demonstrate mixing procedures with proper hand tools.
- *Objective 3: The student will identify terms associated with pre-preparation procedures.
- *Objective 4: The student will demonstrate pre-preparation procedures.
- *Objective 5: The student will identify terms associated with cooking procedures.
- *Objective 6: The student will demonstrate cooking procedures with proper equipment.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified terms associated with mixing procedures.
- ___ *2. Demonstrated mixing procedures with proper hand tools.
- ___ *3. Identified terms associated with pre-preparation procedures.
- ___ *4. Demonstrated pre-preparation procedures.
- ___ *5. Identified terms associated with cooking procedures.
- ___ *6. Demonstrated cooking procedures with proper equipment.

*Indicates core/essential objectives

Hand Tool Demonstration Checklist (Objective 2)

	Yes	No
Blends	___	___
Stirs	___	___
Beats	___	___
Whips	___	___
Folds in	___	___
Dissolves	___	___
Cuts in	___	___

Pre-preparation Procedures Checklist (Objective 4)

	Yes	No
Dusts	___	___
Seasons	___	___
Breads	___	___
Marinates	___	___

Cooking Procedures Checklist (Objective 6)

	Yes	No
Broils	___	___
Pan broils	___	___
Boils	___	___
Bakes or roasts	___	___
Simmers	___	___
Scalds	___	___
Stews	___	___
Braises	___	___
Steams	___	___
Sautés	___	___
Pan fries	___	___
Deep fries	___	___

COURSE: Food Production, Management, and Services I

Unit 8: Food Production - Staple Food Products (15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify cooking techniques used for herbs, spices, and seasoning.
- *2. Identify the different types of condiments, such as ketchup, hot sauces, barbecue sauces, mustards, mayonnaises, relishes, pickles, nuts, soy-based sauces, Worcestershire sauces, capers, pickled vegetables, sugar, and sweeteners.
- *3. Identify the types of pasta.
- *4. Identify the types of rices.
- *5. Identify cooking techniques of rice and pasta.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary sources: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify cooking techniques used for herbs, spices, and seasoning.
- *Objective 2: The student will identify the different types of condiments, such as ketchup, hot sauces, barbecue sauces, mustards, mayonnaises, relishes, pickles, nuts, soy-based sauces, Worcestershire sauces, capers, pickled vegetables, sugar, and sweeteners.
- *Objective 3: The student will identify the types of pasta.
- *Objective 4: The student will identify the types of rices.
- *Objective 5: The student will identify cooking techniques of rice and pasta.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

- ___ *1. Identified cooking techniques used for herbs, spices, and seasoning.
- ___ *2. Identified the different types of condiments, such as ketchup, hot sauces, barbecue sauces, mustards, mayonnaises, relishes, pickles, nuts, soy-based sauces, Worcestershire sauces, capers, pickled vegetables, sugar, and sweeteners.
- ___ *3. Identified the types of pasta.
- ___ *4. Identified the types of rices.
- ___ *5. Identified cooking techniques of rice and pasta.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 9: Recipe Format and Use

(15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify the contents of a standard recipe.
- *2. Demonstrate in order the steps for following a standard recipe.
- *3. Demonstrate the ability to correctly increase and decrease a recipe.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

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Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify the contents of a standard recipe.
- *Objective 2: The student will demonstrate in order the steps for following a standard recipe.
- *Objective 3: The student will demonstrate the ability to correctly increase and decrease a recipe.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified the contents of a standard recipe.
- ___ *2. Demonstrated in order the steps for following a standard recipe.
- ___ *3. Demonstrated the ability to correctly increase and decrease a recipe.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 10: Human Relations

(5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify terms associated with human relations.
- *2. Identify guides for getting along with employers and fellow employees.
- *3. Identify work habits that show a desire to be a member of a team.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

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Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

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Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify terms associated with human relations.
- *Objective 2: The student will identify guides for getting along with employers and fellow employees.
- *Objective 3: The student will identify work habits that show a desire to be a member of a team.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified terms associated with human relations.
- ___ *2. Identified guides for getting along with employers and fellow employees.

____ *3. Identified work habits that show a desire to be a member
of a team.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services I

Unit 11: Nutrition

(5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify the basic four food groups.
- *2. Identify the six basic nutrients.
- *3. Identify the responsibilities of the food service industry in serving nutritionally sound meals, including the following:
 - a. role of fats in heart disease.
 - b. role of sugar in diabetes, tooth decay and weight control.
 - c. role sodium plays in hypertension and heart disease.
 - d. adverse effects of food preservatives and chemical additives on the health of high risk groups.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify the basic four food groups.
- *Objective 2: The student will identify the six basic nutrients.
- *Objective 3: The student will identify the responsibilities of the food service industry in serving nutritionally sound meals, including the following:
 - a. role of fats in heart disease.
 - b. role of sugar in diabetes, tooth decay and weight control.
 - c. role sodium plays in hypertension and heart disease.

- d. adverse effects of food preservatives and chemical additives on the health of high risk groups.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified the basic four food groups.
- ___ *2. Identified the six basic nutrients.
- ___ *3. Identified the responsibilities of the food service industry in serving nutritionally sound meals, including the following:
 - a. role of fats in heart disease.
 - b. role of sugar in diabetes, tooth decay and weight control.
 - c. role sodium plays in hypertension and heart disease.
 - d. adverse effects of food preservatives and chemical additives on the health of high risk groups.

*Indicates core/essential objectives

FOOD PRODUCTION, MANAGEMENT, AND SERVICES II

Developed by

Beverly Ferrel, HCC-Rankin Co. Center
Sandra Martin, Pascagoula Vocational Center
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Allie Turner, McKellar Vocational Center
Richard Wages, Jackson Career Development Center

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES II

<u>Unit No.</u>	<u>Title</u>
1	Sanitation Review and Reinforcement
2	Safety Review and Reinforcement
3	Food Production - Beef
4	Food Production - Pork
5	Food Production - Poultry
6	Food Production - Fish and Seafood
7	Food Production - Dairy Products
8	Food Production - Breakfast Cookery
9	Food Production - Fruits and Vegetables
10	Food Production - Salads
11	Food Production - Soups, Stocks, and Sauces
12	Food Production - Techniques of Specialty Cooking
13	Food Production - Introduction to Baking
14	Career Planning

COURSE: Food Production, Management, and Services II

Unit 1: Sanitation Review and Reinforcement

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify personal requirements of the food service worker.
- *2. Demonstrate the correct way to wash hands.
- *3. Identify equipment and procedures for ware washing.
- *4. Identify factors leading to the spread of food-borne illness outbreaks and food contamination.
- *5. Identify terms associated with food handling and storage.
- *6. Identify common potentially hazardous foods.
- *7. Identify dry good storage regulations.
- *8. Identify non-food storage regulations.
- *9. Identify standards for safeguarding foods.
- *10. Identify terms associated with food borne illnesses.
- *11. Distinguish between food poisoning, chemical food poisoning and food infection.
- *12. Distinguish between arobic and anarobic bacteria.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Professional Cooking and Baking. Peoria,
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Food Service Employee. Lubbock, Texas:
Texas Tech University, College of Home
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Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice
Winnick. Food Service Skills Series (5
books). Peoria, Illinois: Bennett
Publishing Co. 1984.

Robert G. Haines. Food Preparation.
Homewood, Illinois: American Technical
Publishers, Inc. 1988.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify personal requirements of the food service worker.
- *Objective 2: The student will demonstrate the correct way to wash hands.
- *Objective 3: The student will identify equipment and procedures for ware washing.
- *Objective 4: The student will identify factors leading to the spread of food-borne illness outbreaks and food contamination.

- *Objective 5: The student will identify terms associated with food handling and storage.
- *Objective 6: The student will identify common potentially hazardous foods.
- *Objective 7: The student will identify dry good storage regulations.
- *Objective 8: The student will identify non-food storage regulations.
- *Objective 9: The student will identify standards for safeguarding foods.
- *Objective 10: The student will identify terms associated with food borne illnesses.
- *Objective 11: The student will distinguish between food poisoning, chemical food poisoning and food infection.
- *Objective 12: The student will distinguish between arobic and and anarobic bacteria.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified personal requirements of the food service worker.
- ___ *2. Demonstrated the correct way to wash hands.
- ___ *3. Identified equipment and procedures for ware washing.
- ___ *4. Identified seven out of ten factors leading to the spread of food-borne illness outbreaks and food contamination.
- ___ *5. Identified terms associated with food handling and storage.
- ___ *6. Identified common potentially hazardous foods.
- ___ *7. Identified dry good storage regulations.
- ___ *8. Identified non-food storage regulations.
- ___ *9. Identified standards for safeguarding foods.
- ___ *10. Identified terms associated with food borne illnesses.
- ___ *11. Distinguished between food poisoning, chemical food poisoning and food infection.
- ___ *12. Distinguished between arobic and anarobic bacteria.

*Indicates core/essential objectives

Checksheet for Washing Hands
(Objective 2)

	Yes	No
Applied soap under nails	—	—
Applied soap between finger joints	—	—
Washed by using rotating motion	—	—
Rubbed hands together	—	—
Washed up to the elbow	—	—
Washed between fingers	—	—
Washed palm of hand for minimum of thirty seconds	—	—
Rinsed well	—	—
Dried well	—	—

COURSE: Food Production, Management, and Services II

Unit 2: Safety Review and Reinforcement

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify safe work habits in food service jobs.
- *2. Identify classes of fires.
- *3. Match types of fire extinguishers to their uses.
- *4. Identify rules for fire prevention.
- *5. Demonstrate correct use of fire extinguishers.
- *6. Identify cardinal rules of safety.
- *7. Identify causes of accidents in food service operations.
- *8. Identify safe uses of designated hand tools and utensils used in culinary arts.
- *9. Identify safe uses of large pieces of equipment used in culinary arts.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify safe work habits in food service jobs.
- *Objective 2: The student will identify classes of fires.
- *Objective 3: The student will match types of fire extinguishers to their uses.
- *Objective 4: The student will identify rules for fire prevention.
- *Objective 5: The student will demonstrate correct use of fire extinguishers.
- *Objective 6: The student will identify cardinal rules of safety.

- *Objective 7: The student will identify causes of accidents in food service operation.
- *Objective 8: The student will identify safe uses of designated hand tools and utensils used in culinary arts.
- *Objective 9: The student will identify safe uses of large pieces of equipment used in culinary arts.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified safe work habits in food service jobs.
- ___ *2. Identified classes of fires.
- ___ *3. Matched types of fire extinguishers to their uses.
- ___ *4. Identified rules for fire prevention.
- ___ *5. Demonstrated correct use of fire extinguishers.
- ___ *6. Identified cardinal rules of safety.
- ___ *7. Identified causes of accidents in food service operations.
- ___ *8. Identified safe uses of designated hand tools and utensils used in culinary arts.
- ___ *9. Identified safe uses of large pieces of equipment used in culinary arts.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 3: Food Production - Beef

(15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify primal cuts of beef.
- *2. Define the role of the U.S. Department of Agriculture in the inspection of grading of beef and beef products.
- *3. Identify the basic retail cuts of beef.
- *4. Identify the methods of cooking used for the primal cuts of beef.
- *5. Identify the proper methods for care and storage of beef.
- *6. Demonstrate the following methods of cooking: dry heat, moist heat, frying, sauteing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify primal cuts of beef.
- *Objective 2: The student will define the role of the U.S. Department of Agriculture in the inspection of grading of beef and beef products.
- *Objective 3: The student will identify the basic retail cuts of beef.
- *Objective 4: The student will identify the methods of cooking used for the primal cuts of beef.

*Objective 5: The student will identify the proper methods for care and storage of beef.

*Objective 6: The student will demonstrate the following methods of cooking: dry heat, moist heat, frying, sauteing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified primal cuts of beef.
- ___ *2. Defined the role of the U.S. Department of Agriculture in the inspection of grading of beef and beef products.
- ___ *3. Identified the basic retail cuts of beef.
- ___ *4. Identified the methods of cooking used for the primal cuts of beef.
- ___ *5. Identified the proper methods for care and storage of beef.
- ___ *6. Demonstrated the following methods of cooking: dry heat, moist heat, frying, sauteing.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 4: Food Production - Pork

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify wholesale cuts of pork.
- *2. Define the role of the U.S. Department of Agriculture in the inspection of grading of pork.
- *3. Identify the methods of cooking used for the wholesale cuts of pork.
- *4. Demonstrate the following methods of cooking pork: dry heat, moist heat, frying, sauteing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

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Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify wholesale cuts of beef.
- *Objective 2: The student will define the role of the U.S. Department of Agriculture in the inspection of grading of pork.
- *Objective 3: The student will identify the methods of cooking used for the wholesale cuts of pork.
- *Objective 4: The student will demonstrate the following methods of cooking pork: dry heat, moist heat, frying, sauteing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified wholesale cuts of beef.
- ___ *2. Defined the role of the U.S. Department of Agriculture in the inspection of grading of pork.
- ___ *3. Identified the methods of cooking used for the wholesale cuts of pork.
- ___ *4. Demonstrated the following methods of cooking pork: dry heat, moist heat, frying, sauteing.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 5: Food Production - Poultry

(15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify the different types of poultry.
- *2. Demonstrate the ability to cut up a whole chicken.
- *3. Identify safe handling practices of poultry.
- *4. Demonstrate the following methods of cooking poultry: dry heat, moist heat, frying.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

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Cooking and Baking. Peoria, Illinois:
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Food Service Employee. Lubbock, Texas:
Texas Tech University, College of Home
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Michael Pepper, Gilbert Pratt, and Alice
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Publishing Co. 1984.

Robert G. Haines. Food Preparation.
Homewood, Illinois: American Technical
Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New
York, New York: John Wiley and Sons.
1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify the different types of poultry.
- *Objective 2: The student will demonstrate the ability to cut up a whole chicken.
- *Objective 3: The student will identify safe handling practices of poultry.
- *Objective 4: The student will demonstrate the following methods of cooking poultry: dry heat, moist heat, frying.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified the different types of poultry.
- ___ *2. Demonstrated the ability to cut up a whole chicken.
- ___ *3. Identified safe handling practices of poultry.
- ___ *4. Demonstrated the following methods of cooking poultry:
dry heat, moist heat, frying.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 6: Food Production - Fish and Seafood

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify market forms of finfish.
- *2. Identify different species of fresh water and saltwater fish.
- *3. Identify specific storage requirements for fish and shellfish.
- *4. Identify different types of marketable shellfish.
- *5. Identify the common methods of cooking fish.
- *6. Demonstrate the following methods of cooking finfish: frying, baking, broiling.
- *7. Demonstrate the following methods of cooking shellfish: frying, boiling, broiling, baking, sauteing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify market forms of finfish.
- *Objective 2: The student will identify different species of fresh water and saltwater fish.
- *Objective 3: The student will identify specific storage requirements for fish and shellfish.
- *Objective 4: The student will identify different types of marketable shellfish.
- *Objective 5: The student will identify the common methods of cooking fish.
- *Objective 6: The student will demonstrate the following methods of cooking finfish: frying, baking, broiling.

*Objective 7: The student will demonstrate the following methods of cooking shellfish: frying, boiling, broiling, baking, sauteing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified market forms of finfish.
- ___ *2. Identified different species of fresh water and saltwater fish.
- ___ *3. Identified specific storage requirements for fish and shellfish.
- ___ *4. Identified different types of marketable shellfish.
- ___ *5. Identified the common methods of cooking fish.
- ___ *6. Demonstrated the following methods of cooking finfish: frying, baking, broiling.
- ___ *7. Demonstrated the following methods of cooking shellfish: frying, boiling, broiling, baking, sauteing.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 7: Food Production - Dairy Products

(5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify different milk products used in culinary arts, such as 2% skim milk, buttermilk, whole milk, sour cream, yogurt, light cream, heavy or whipping cream, butter, margarine, ice cream, condensed milk, evaporated milk, powdered milk.
- *2. Identify different cheese products used in culinary arts, such as soft, medium, hard cheeses.
- *3. Identify specific uses for dairy products in food preparation.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of
States. Baker. Pittsburgh, Pennsylvania:
Associated Educational Consultants, Inc.
1981.

Ethelyn G. Cornelius. Food Service Careers.
Peoria, Illinois: Charles A. Bennett Co.,
Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional
Cooking and Baking. Peoria, Illinois: Bennett
Publishing Co. 1981.

Food Service Employee. Lubbock, Texas:
Texas Tech University, College of Home
Economics, Department of Home Economics
Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice
Winnick. Food Service Skills Series (5
books). Peoria, Illinois: Bennett
Publishing Co. 1984.

Robert G. Haines. Food Preparation.
Homewood, Illinois: American Technical
Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New
York, New York: John Wiley and Sons.
1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify different milk products used in culinary arts, such as 2% skim milk, buttermilk, whole milk, sour cream, yogurt, light cream, heavy or whipping cream, butter, margarine, ice cream, condensed milk, evaporated milk, powdered milk.
- *Objective 2: The student will identify different cheese products used in culinary arts, such as soft, medium, hard cheeses.
- *Objective 3: The student will identify specific uses for dairy products in food preparation.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified different milk products used in culinary arts, such as 2% skim milk, buttermilk, whole milk, sour cream, yogurt, light cream, heavy or whipping cream, butter, margarine, ice cream, condensed milk, evaporated milk, powdered milk.
- ___ *2. Identified different cheese products used in culinary arts, such as soft, medium, hard cheeses.
- ___ *3. Identified specific uses for dairy products in food preparation.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 8: Food Production - Breakfast Cookery

(5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Match terms related to breakfast station with correct definition.
- *2. Demonstrate the following methods of egg preparation for breakfast: scrambled, fried, simmered, poached, omelet, boiled.
- *3. Identify cereals used in breakfast cookery.
- *4. Demonstrate the ability to prepare breakfast meats.
- *5. Demonstrate the ability to prepare a bread product.
- *6. Identify breakfast fruits and fruit juices.
- *7. Identify breakfast condiments.
- *8. Identify breakfast bread and bread products.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will match terms related to breakfast station with their correct definition.
- *Objective 2: The student will demonstrate the following methods of egg preparation for breakfast: scrambled, fried, simmered, poached, omelet, boiled.
- *Objective 3: The student will identify cereals used in breakfast cookery.
- *Objective 4: The student will demonstrate the ability to prepare breakfast meats.

- *Objective 5: The student will demonstrate the ability to prepare a bread product.
- *Objective 6: The student will identify breakfast fruits and fruit juices.
- *Objective 7: The student will identify breakfast condiments.
- *Objective 8: The student will identify breakfast bread and bread products.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Matched terms related to breakfast station with correct definition.
- ___ *2. Demonstrated the following methods of egg preparation for breakfast: scrambled, fried, simmered, poached, omelet, boiled.
- ___ *3. Identified cereals used in breakfast cookery.
- ___ *4. Demonstrated the ability to prepare breakfast meats.
- ___ *5. Demonstrated the ability to prepare a bread product.
- ___ *6. Identified breakfast fruits and fruit juices.
- ___ *7. Identified breakfast condiments.
- ___ *8. Identified breakfast bread and bread products.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 9: Food Production - Fruits and Vegetables (15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify four market forms of fruits and vegetables.
- *2. Identify seasonal availability of fruits and vegetables.
- *3. Identify classification of fruits and vegetables by color.
- *4. Demonstrate the recommended procedures for cooking vegetables.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University, 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify four market forms of fruits and vegetables.
- *Objective 2: The student will identify seasonal availability of fruits and vegetables.
- *Objective 3: The student will identify classification of fruits and vegetables by color.
- *Objective 4: The student will demonstrate the recommended procedures for cooking vegetables.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- _____ *1. Identified four market forms of fruits and vegetables.
- _____ *2. Identified seasonal availability of fruits and vegetables.
- _____ *3. Identified classification of fruits and vegetables by color.
- _____ *4. Demonstrated the recommended procedures for cooking vegetables.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 10: Food Production - Salads

(10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Demonstrate the correct presentation and serving of the following types of salads: green, molded, hot, frozen, vegetable, fruit, meat, and main dish.
- *2. Demonstrate the ability to prepare a type of garnish.
- *3. Demonstrate the ability to prepare salad dressings.
- *4. Discuss the use of sodium bisulfide as a potential hazard to sulfur bisulfide sensitive people.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will demonstrate the correct preparation and serving of the following types of salads: green, molded, hot, frozen, vegetable, fruit, meat, and main dish.
- *Objective 2: The student will demonstrate the ability to prepare a type of garnish.
- *Objective 3: The student will demonstrate the ability to prepare salad dressings.
- *Objective 4: The student will discuss the use of sodium bisulfide as a potential hazard to sulfur bisulfide sensitive people.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Demonstrated the correct preparation and serving of the following types of salads: green, molded, hot, frozen, vegetable, fruit, meat, and main dish.
- ___ *2. Demonstrated the ability to prepare a type of garnish.
- ___ *3. Demonstrated the ability to prepare salad dressings.
- ___ *4. Discussed the use of sodium bisulfide as a potential hazard to sulfur bisulfide sensitive people.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 11: Food Production - Soups, Stocks, and Sauces (10 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify the different types of soups.
- *2. Match terms related to soups, stocks, and sauces with the correct definitions.
- *3. Identify the different classifications of sauces.
- *4. Identify the different types of stock.
- *5. Identify the purposes of sauces and gravies.
- *6. Identify the thickening agents that are used in sauces.
- *7. Demonstrate the preparation of various types of soups, sauces, and stocks.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify the different types of soups.
- *Objective 2: The student will match terms related to soups, stocks, and sauces with the correct definitions.
- *Objective 3: The student will identify the different classifications of sauces.
- *Objective 4: The student will identify the different types of stock.
- *Objective 5: The student will identify the purposes of sauces and gravies.

*Objective 6: The student will identify the thickening agents that are used in sauces.

*Objective 7: The student will demonstrate the preparation of various types of soups, sauces, and stocks.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ☐ *1. Identified the different types of soups.
- ☐ *2. Matched terms related to soups, stocks, and sauces with the correct definitions.
- ☐ *3. Identified the different classifications of sauces.
- ☐ *4. Identified the different types of stock.
- ☐ *5. Identified the purposes of sauces and gravies.
- ☐ *6. Identified the thickening agents that are used in sauces.
- ☐ *7. Demonstrated the preparation of types of soups, sauces, and stocks.

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 12: Food Production - Techniques of Specialty Cooking (5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify equipment used in stir-fry cooking.
- *2. Demonstrate proper procedure for stir-fry cooking.
- *3. Identify food products used in stir-fry cooking.
- *4. Identify the use of a microwave.
- *5. Demonstrate the use of a microwave.
- *6. List special production techniques in microwave cooking.
- *7. Identify equipment used in barbecueing.
- *8. Identify different methods of preparation in barbecueing.
- *9. Demonstrate proper procedures in barbecueing.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary sources: Barbecuing Mississippi Broilers. Publication 351. Mississippi State, MS: Mississippi Cooperative Extension Service.

Microwaving: It's In the Bag. Richmond, Virginia: The Reynolds Wrap Kitchens.

Grace Severance Shugart, Mary K. Molt, and Maxine Fay Wilson. Food for 50, 7th ed. New York, NY: John Wiley & Sons. 1985.

Additional sources: Barbecue. St. Paul, MN: Reynolds Wrap. (P.O. Box 9274. 55192)

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify equipment used in stir-fry cooking.
- *Objective 2: The student will demonstrate proper procedure for stir-fry cooking.
- *Objective 3: The student will identify food products used in stir-fry cooking.
- *Objective 4: The student will identify the use of a microwave.
- *Objective 5: The student will demonstrate the use of a microwave.
- *Objective 6: The student will list special production techniques in microwave cooking.
- *Objective 7: The student will identify equipment used in barbecuing.
- *Objective 8: The student will identify different methods of preparation in barbecuing.
- *Objective 9: The student will demonstrate proper procedures in barbecuing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified equipment used in stir-fry cooking.
- ___ *2. Demonstrated proper procedure for stir-fry cooking.
- ___ *3. Identified food products used in stir-fry cooking.
- ___ *4. Identified the use of a microwave.
- ___ *5. Demonstrated the use of a microwave.
- ___ *6. Listed special production techniques in microwave cooking.
- ___ *7. Identified equipment used in barbecuing.
- ___ *8. Identified different methods of preparation in barbecuing.
- ___ *9. Demonstrated proper procedures in barbecuing.

*Indicates core/essential objectives

Checksheet (Objective 2)

	Yes	No
Selected vegetables for color, texture, shape, and flavor.	___	___
Cut or diced diagonally.	___	___
Heated oil in pan, steam-jacketed kettle, or tilting fry pan.	___	___
Stirred in vegetables. Continued to stir 1 minute.	___	___
Added water or broth and seasoning, or sauce.	___	___
Stirred quickly over high heat.	___	___
Covered and steamed for 3 minutes or until vegetables were tender but crisp.	___	___

Checksheet (Objective 6)

	Yes	No
Food pieces which are similar in size and shape cook more evenly.	—	—
As the volume of food increases, the cooking time increases.	—	—
Oven cooking bags prevent spattering, speed up heating and help produce more even cooking in the microwave.	—	—
Liquids, fats and sugars attract microwaves so food containing these ingredients heat faster.	—	—
Microwaves cook the outer section of food first; the center takes the longest to heat.	—	—
More compact foods, such as meats, take longer to heat than porous ones, such as breads or pastries.	—	—
Shield food with small pieces of Reynolds Wrap during micro-cooking to protect areas which are attracting too much energy or slow down cooking in spots which tend to be done first.	—	—
Turn or rotate dish to help food cook evenly.	—	—
Undercook rather than overcook foods; then check for doneness.	—	—
Standing time allows micro-cooked foods to finish cooking by internal heat after they are removed from the oven. Cover with Reynolds Wrap to keep the food hot. Aluminum foil is good insulator..	—	—

COURSE: Food Production, Management, and Services II

Unit 13: Food Production - Introduction to Baking

(15 days)

Objectives: Upon completion of this unit, the student will:

- *1. Identify basic principles of baking.
- *2. Identify the types of leavening and their use.
- *3. Identify the types of flours and their use.
- *4. Explain the role of gluten in baking.
- *5. Demonstrate the ability to prepare a pastry.
- *6. Demonstrate the ability to prepare a cake and icing.
- *7. Match terms related to quick breads and yeast products with the correct definitions.
- *8. Identify terms and techniques related to baking.
- *9. Demonstrate the ability to make a quick bread.
- *10. Demonstrate the ability to make a yeast bread.
- *11. Identify the different types of oils and shortenings used in baking.
- *12. Demonstrate the ability to make a specialty bread (sour dough).

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary sources: Food Production, Management, and Services: Production. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Robert G. Haines. Food Preparation. Homewood, Illinois: American Technical Publishers, Inc. 1988.

Wayne Gisslen. Professional Cooking. New York, New York: John Wiley and Sons. 1983.

Additional sources: Food Production, Management, and Services: Introduction. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Fast Foods. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services: Service. Stillwater, Oklahoma: Mid-America Curriculum Consortium, Inc. 1983.

Vocational-Technical Education Consortium of States. Food Marketing Manager/Supervisor. Kentucky State Department of Education. 1982.

Vocational-Technical Education Consortium of States. Commercial Cook. Tallahassee, Florida: College of Education, Florida A & M University. 1982.

Vocational-Technical Education Consortium of States. Baker. Pittsburgh, Pennsylvania: Associated Educational Consultants, Inc. 1981.

Ethelyn G. Cornelius. Food Service Careers. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

Mary Frey Ray and Beda A. Dondi. Professional Cooking and Baking. Peoria, Illinois: Bennett Publishing Co. 1981.

Food Service Employee. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education. 1975.

Michael Pepper, Gilbert Pratt, and Alice Winnick. Food Service Skills Series (5 books). Peoria, Illinois: Bennett Publishing Co. 1984.

Evaluation and Suggested Minimum Performance Standards:

- *Objective 1: The student will identify basic principles of baking.
- *Objective 2: The student will identify the types of leavening and their use.
- *Objective 3: The student will identify the types of flours and their use.
- *Objective 4: The student will demonstrate the ability to prepare a pastry.
- *Objective 5: The student will explain the role of gluten in baking.

- *Objective 6: The student will demonstrate the ability to prepare a cake and icing.
- *Objective 7: The student will match terms related to quick breads and yeast products with the correct definitions.
- *Objective 8: The student will identify terms and techniques related to baking.
- *Objective 9: The student will demonstrate the ability to make a quick bread.
- *Objective 10: The student will demonstrate the ability to make a yeast bread.
- *Objective 11: The student will identify the different types of oils and shortening used in baking.
- *Objective 12: The student will demonstrate the ability to make a specialty bread (sour dough).

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Identified basic principles of baking.
- ___ *2. Identified the types of leavening and their use.
- ___ *3. Identified the types of flours and their use.
- ___ *4. Explained the role of gluten in baking.
- ___ *5. Demonstrated the ability to prepare a pastry.
- ___ *6. Demonstrated the ability to prepare a cake and icing.
- ___ *7. Matched terms related to quick breads and yeast products with the correct definitions.
- ___ *8. Identified terms and techniques related to baking.
- ___ *9. Demonstrated the ability to make a quick bread.
- ___ *10. Demonstrated the ability to make a yeast bread.
- ___ *11. Identified the different types of oils and shortenings used in baking.
- ___ *12. Demonstrated the ability to make a specialty bread (sour dough).

*Indicates core/essential objectives

COURSE: Food Production, Management, and Services II

Unit 14: Career Planning

(5 days)

Objectives: Upon completion of this unit, the student will:

- *1. Complete a resume.
- *2. Complete an employment application form.
- *3. Identify proper procedures for a successful interview.
- *4. Identify job opportunities in food service.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical demonstration

Suggested Resources:

Primary source: The Career Planning Workshop. Jenkintown, PA:
The EDN Corporation. 1983.

Additional sources: Food Production, Management, and Services:
Introduction. Stillwater, Oklahoma: Mid-
America Curriculum Consortium, Inc. 1983.

Food Production, Management, and Services:
Production. Stillwater, Oklahoma: Mid-
America Curriculum Consortium, Inc. 1983.

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Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will complete a resume that meets the following criteria:

1. organized by categories.
2. neat overall appearance.
3. appropriate and accurate information supplied.
4. written in pen or typed.
5. appropriate references listed.

*Objective 2: The student will complete an employment application form that meets the following criteria:

1. instructions were followed.
2. neat overall appearance.
3. information was accurate and appropriate.

*Objective 3: The student will identify proper procedures for a successful interview.

*Objective 4: The student will identify job opportunities in food service.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

- ___ *1. Completed a resume.
- ___ *2. Completed an employment application form.
- ___ *3. Identified proper procedures for a successful interview.
- ___ *4. Identified job opportunities in food service.

*Indicates core/essential objectives

STUDENT PERFORMANCE RECORD
FOOD PRODUCTION, MANAGEMENT, AND SERVICES

FOOD PRODUCTION, MANAGEMENT, AND SERVICES I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

- _____ C1. Explained the importance of leadership organizations.
- _____ C2. Stated the goals and purposes of VICA as they relate to life and the world of work.
- _____ C3. Identified personal requirements of the food service worker.
- _____ C4. Demonstrated the correct way to wash hands.
- _____ C5. Identified equipment and procedures for ware washing.
- _____ C6. Identified factors leading to the spread of food-borne illness outbreaks and food contamination.
- _____ C7. Identified terms associated with food handling and storage.
- _____ C8. Identified common potentially hazardous foods.
- _____ C9. Identified dry good storage regulations.
- _____ C10. Identified non-food storage regulations.
- _____ C11. Identified standards for safeguarding foods.
- _____ C12. Identified terms associated with food borne illnesses.
- _____ C13. Distinguished between food poisoning, chemical food poisoning and food infection.
- _____ C14. Distinguished between arohic and anarobic bacteria.
- _____ C15. Identified safe work habits in food service jobs.
- _____ C16. Identified classes of fires.
- _____ C17. Matched types of fire extinguishers to their uses.
- _____ C18. Identified rules for fire prevention.
- _____ C19. Demonstrated correct use of fire extinguishers.
- _____ C20. Identified cardinal rules of safety.
- _____ C21. Identified causes of accidents in food service operations.
- _____ C22. Identified safe uses of designated hand tools and utensils used in culinary arts.
- _____ C23. Identified safe uses of large pieces of equipment used in culinary arts.
- _____ C24. Identified proper techniques for serving food and removal of soiled dishes.
- _____ C25. Identified proper tableware.

- ___ C26. Identified proper table setting for the breakfast table, the luncheon table, and the dinner table.
- ___ C27. Matched terms related to beverages with their correct definitions.
- ___ C28. Listed different types of coffee and their storage requirements.
- ___ C29. Demonstrated different methods of preparing coffee.
- ___ C30. Listed different types of teas and their storage requirements.
- ___ C31. Demonstrated different methods of preparing iced and hot tea.
- ___ C32. Listed carbonated beverages available to the food service industry.
- ___ C33. Listed the different dairy products used in beverage service.
- ___ C34. Demonstrated different methods of reconstituting dry or concentrated beverages.
- ___ C35. Listed condiments and garnishes used with beverage services.
- ___ C36. Listed miscellaneous beverages available.
- ___ C37. Identify knives used in culinary arts.
- ___ C38. Demonstrated the proper and safe use of knives.
- ___ C39. Demonstrated the ability to measure dry ingredients with measuring devices.
- ___ C40. Demonstrated the ability to measure liquid ingredients with measuring devices.
- ___ C41. Identified equipment related to weights and measures.
- ___ C42. Identified abbreviations and equivalence for weights and measures.
- ___ C43. Identified terms associated with mixing procedures.
- ___ C44. Demonstrated mixing procedures with proper hand tools.
- ___ C45. Identified terms associated with pre-preparation procedures.
- ___ C46. Demonstrated pre-preparation procedures.
- ___ C47. Identified terms associated with cooking procedures.
- ___ C48. Demonstrated cooking procedures with proper equipment.
- ___ C49. Identified cooking techniques used for herbs, spices, and seasoning.
- ___ C50. Identified the different types of condiments, such as, ketchup, hot sauces, barbecue sauces, mustards, mayonnaises, relishes, pickles, nuts, soy-based sauces, worcestershire sauces, capers, pickled vegetables, sugar, and sweeteners.
- ___ C51. Identified the types of pasta.
- ___ C52. Identified the types of rices.
- ___ C53. Identified cooking techniques of rice and pasta.
- ___ C54. Identified the contents of a standard recipe.

- ___ C55. Demonstrated in order the steps for following a standard recipe.
- ___ C56. Demonstrated the ability to correctly increase and decrease a recipe.
- ___ C57. Identified terms associated with human relations.
- ___ C58. Identified guides for getting along with employers and fellow employees.
- ___ C59. Identified work habits that show a desire to be a member of a team.
- ___ C60. Identified the basic four food groups.
- ___ C61. Identified the six basic nutrients.
- ___ C62. Identified the responsibilities of the food service industry in serving nutritionally sound meals.

FOOD PRODUCTION, MANAGEMENT, AND SERVICES II

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

- ___ C1. Identified personal requirements of the food service worker.
- ___ C2. Demonstrated the correct way to wash hands.
- ___ C3. Identified equipment and procedures for ware washing.
- ___ C4. Identified factors leading to the spread of food-borne illness outbreaks and food contamination.
- ___ C5. Identified terms associated with food handling and storage.
- ___ C6. Identified common potentially hazardous foods.
- ___ C7. Identified dry good storage regulations.
- ___ C8. Identified non-food storage regulations.
- ___ C9. Identified standards for safeguarding foods.
- ___ C10. Identified terms associated with food borne illnesses.
- ___ C11. Distinguished between food poisoning, chemical food poisoning and food infection.
- ___ C12. Distinguished between aerobic and anaerobic bacteria.
- ___ C13. Identified safe work habits in food service jobs.
- ___ C14. Identified classes of fires.
- ___ C15. Matched types of fire extinguishers to their uses.
- ___ C16. Identified rules for fire prevention.
- ___ C17. Demonstrated correct use of fire extinguishers.
- ___ C18. Identified cardinal rules of safety.
- ___ C19. Identified causes of accidents in food service operations.
- ___ C20. Identified safe uses of designated hand tools and utensils used in culinary arts.
- ___ C21. Identified safe uses of large pieces of equipment used in culinary arts.
- ___ C22. Identified primal cuts of beef.
- ___ C23. Defined the role of the U.S. Department of Agriculture in the inspection of grading of beef and beef products.
- ___ C24. Identified the basic retail cuts of beef.
- ___ C25. Identified the methods of cooking used for the primal cuts of beef.

- ___ C26. Identified the proper methods for care and storage of beef.
- ___ C27. Demonstrated the following methods of cooking: dry heat, moist heat, frying, sauteing.
- ___ C28. Identified wholesale cuts of pork.
- ___ C29. Defined the role of the U.S. Department of Agriculture in the inspection of grading of pork.
- ___ C30. Identified the methods of cooking used for the wholesale cuts of pork.
- ___ C31. Demonstrated the following methods of cooking pork: dry heat, moist heat, frying, sauteing.
- ___ C32. Identified the different types of poultry.
- ___ C33. Demonstrated the ability to cut up a whole chicken.
- ___ C34. Identified safe handling practices of poultry.
- ___ C35. Demonstrated the following methods of cooking poultry: dry heat, moist heat, frying.
- ___ C36. Identified market forms of finfish.
- ___ C37. Identified different species of fresh water and saltwater fish.
- ___ C38. Identified specific storage requirements for fish and shellfish.
- ___ C39. Identified different types of marketable shellfish.
- ___ C40. Identified the common methods of cooking fish.
- ___ C41. Demonstrated the following methods of cooking finfish: frying, baking, broiling.
- ___ C42. Demonstrated the following methods of cooking shellfish: frying, boiling, broiling, baking, sauteing.
- ___ C43. Identified different milk products used in culinary arts, such as 2% skim milk, buttermilk, whole milk, sour cream, yogurt, light cream, heavy or whipping cream, butter, margarine, ice cream, condensed milk, evaporated milk, powdered milk.
- ___ C44. Identified different cheese products used in culinary arts, such as soft, medium, hard cheeses.
- ___ C45. Identified specific uses for dairy products in food preparation.
- ___ C46. Matched terms related to breakfast station with correct definition.
- ___ C47. Demonstrated the following methods of egg preparation for breakfast: scrambled, fried, simmered, poached, omelet, boiled.
- ___ C48. Identified cereals used in breakfast cookery.
- ___ C49. Demonstrated the ability to prepare breakfast meats.
- ___ C50. Demonstrated the ability to prepare a bread product.
- ___ C51. Identified breakfast fruits and fruit juices.
- ___ C52. Identified breakfast condiments.
- ___ C53. Identified breakfast bread and bread products.
- ___ C54. Identified four market forms of fruits and vegetables.

- ___ C55. Identified seasonal availability of fruits and vegetables.
- ___ C56. Identified classification of fruits and vegetables by color.
- ___ C57. Demonstrated the recommended procedures for cooking vegetables.
- ___ C58. Demonstrated the correct presentation and serving of the following types of salads: green, molded, hot, frozen, vegetable, fruit, meat, and main dish.
- ___ C59. Demonstrated the ability to prepare a type of garnish.
- ___ C60. Demonstrated the ability to prepare salad dressings.
- ___ C61. Discussed the use of sodium bisulfide as a potential hazard to sulfur bisulfide sensitive people.
- ___ C62. Identified the different types of soups.
- ___ C63. Matched terms related to soups, stocks, and sauces with the correct definition.
- ___ C64. Identified the different classification of sauces.
- ___ C65. Identified the different types of stock.
- ___ C66. Identified the purposes of sauces and gravies.
- ___ C67. Identified the thickening agents that are used in sauces.
- ___ C68. Demonstrated the preparation of a type of soups, sauces, and stocks.
- ___ C69. Identified equipment used in stir-fry cooking.
- ___ C70. Demonstrated proper procedure for stir-fry cooking.
- ___ C71. Identified food products used in stir-fry cooking.
- ___ C72. Identified the use of a microwave.
- ___ C73. Demonstrated the use of a microwave.
- ___ C74. Listed special production techniques in microwave cooking.
- ___ C75. Identified equipment used in barbecueing.
- ___ C76. Identified different methods of preparation in barbequeing.
- ___ C77. Demonstrated proper procedures in barbequeing.
- ___ C78. Identified basic principles of baking.
- ___ C79. Identified the types of leavening and their use.
- ___ C80. Identified the types of flours and their use.
- ___ C81. Explained the role of gluten in baking.
- ___ C82. Demonstrated the ability to prepare a pastry.
- ___ C83. Demonstrated the ability to prepare a cake and icing.
- ___ C84. Matched terms related to quick breads and yeast products with the correct definition.
- ___ C85. Identified terms and techniques related to baking.
- ___ C86. Demonstrated the ability to make a quick bread.
- ___ C87. Demonstrated the ability to make a yeast bread.
- ___ C88. Identified the different types of oils and shortening used in cakes.
- ___ C89. Demonstrated the ability to make a specialty breads (sour dough).
- ___ C90. Completed a resume.

- C91. Completed an employment application form.
- C92. Identified proper procedures for a successful interview.
- C93. Identified job opportunities in food service.